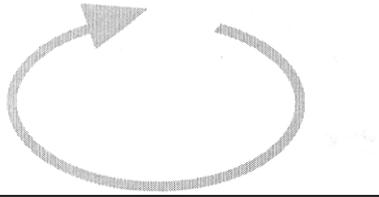


# Headteacher Performance Review: Practical guidance and activities for governors and headteachers

## 4. Reviewing the head's performance against last year's objectives

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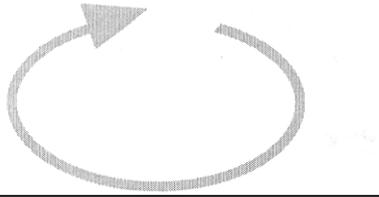
## The pre-review meetings with the external adviser

It is good practice for the external adviser to meet separately with the head and with the appointed governors. The pre-review meetings can be used to:

- explore how adviser can help
- discuss preliminary advice and clarify outstanding issues
- identify headteacher's successes
- discuss previous objectives and evidence
- discuss the setting of new objectives
- explore ways to monitor, evaluate and measure progress
- consider how to review the overall performance of the headteacher
- discuss possible areas identified for the headteacher's continuing professional development
- clarify any areas of uncertainty
- clarify how formal review meeting will proceed and role of adviser.

**Which of the above will be particularly relevant for the pre-review meeting between the external adviser and the headteacher?**

**Which of the above will be particularly relevant for the pre-review meeting between the external adviser and the appointed governors?**



## Have these objectives been met?

Look at the objectives below and the description of the outcomes. Do you think the objectives were met?

### **Objective: Improve Key Stage 2 SATs results in mathematics**

Results at Level 4 (76%) were disappointing after last year's 80%, though 28% gained Level 5 which was a significant rise over last year (21%). Both of these results are above the LEA average and in line with national figures.

### **Objective: To improve the management of pupil behaviour**

An evaluation of students' attitudes has been carried out, supplemented by feedback from performance management classroom observations. This shows more positive attitudes about lessons. Responses led to changes in the use of rewards and sanctions.

Further developments include a new policy and staff development to encourage the use of methods that engage pupils, such as collaborative learning approaches.

Exit interviews with staff leaving the school indicated that they rated highly the impact of staff development activities in this area. However, the exclusion rate remains the same as last year.

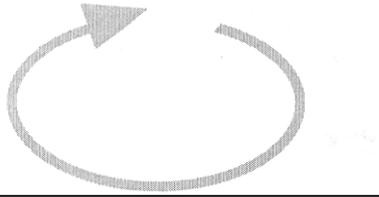
### **Objective: To raise awareness about substance abuse**

A successful meeting was held for parents and staff. One of the Friday special assemblies was used to raise pupils' awareness.

## Some questions to ask:

1. Was the objective clear enough to judge whether the outcome was successful? Were some success criteria needed?
2. Did the objective take account of the fact that pupil cohorts vary? Was the objective set in relation to predictions about pupils' attainment?
3. Can you tell if appropriate action was taken by the headteacher to bring about the desired change?
4. Was the objective too challenging or too easy?

If you had difficulty judging whether these objectives were met or not, bear in mind the points raised by the above questions in your own review meeting. Is it clear what is expected? Are there some success criteria to help judge the result? Is the objective based on analysis and predictions?



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## The overall performance of the headteacher

- How do governors decide if the headteacher's performance has been of '*sustained high quality*'?

- What will the headteacher have done, for governors to decide that his/her performance is of high quality?

To be excellent, the headteacher's performance should include examples of achievements that are described as:

*excellent, outstanding, first rate, extremely high, exceptional, highly impressive, remarkable, notable, very significant, highly successful.*

- What would a *satisfactory* performance look like?



## Review of headteacher's overall performance

The following proforma is intended to guide governors in determining to what extent the headteacher's vision, leadership and sense of direction for the school has brought about success, or led to significant improvement in the following areas.

Key Area	Key Outcomes from National Standards	Evidence from School Review: what to consider
<b>PUPIL PROGRESS</b>		
<b>Securing effective teaching and learning</b>	Effective teaching	<i>Lesson observations show teaching has improved; Ofsted report and LEA visits show effective teaching.</i>
	Effective learning so that pupils make progress in relation to their prior attainment, to meet or exceed expected levels	<i>Examination and test results; value-added analysis shows good progress; LEA targets met or exceeded; observations of learning and teaching.</i>
<b>LEADERSHIP</b>		
<b>Strategic leadership and direction</b>	A positive ethos reflecting the school's commitment to high achievement	<i>Awards such as Artsmark; plans focus on driving up standards; all staff have objectives focused on improving achievement.</i>
	The life of the school and its curriculum effectively promote pupils' spiritual, moral, social and cultural development and prepare them for adult life	<i>Creates ethos and curriculum that enable pupils to develop intuition, imagination and to understand what makes them who they are (see School Council/Pupil Mentoring Systems). Behaviour Management has focused on gaining respect, developing compassion and awareness of consequences of behaviour (see behaviour monitoring logs).</i>
<b>Development of own personal knowledge, understanding and performance</b>	Headteacher provides a professional role model for staff	<i>Leads by example, providing inspiration and motivation. Commands credibility; provides professional direction for others; prioritises; achieves challenging goals (see feedback from governors' monitoring visits, feedback from parents). Endorsed by IIP.</i>



Key Area	Key Outcomes from National Standards	Evidence from School Review: what to consider
<b>LEADERSHIP (continued)</b>		
<b>Development of own personal knowledge, understanding and performance (continued)</b>	Headteacher is up to date with educational innovation	<i>Keen to learn of best practice from elsewhere; well-briefed about current initiatives; adapting to changing circumstances, new ideas (see governor briefing at least termly on new initiatives/developments and implications for the school).</i>
<b>Relationship with stakeholders</b>	Staff and governors recognise their accountability for their tasks and the school's success	<i>Brings about a shared view of priorities, shared sense of ambition for the school; ensures all work to challenging goals; creates good teamwork to achieve aims (see shared staff/governor development activities).</i>
	Links with the wider community contribute to pupils' attainment and personal development	<i>Fruitful business links; people use school facilities and work or help in school; school welcomes visitors; regular outside visits enhance pupils' learning; school capitalises on expertise and resources in the community.  Links with feeder and next schools.  School contributes to initial training of teachers and support staff.</i>
	Parents enjoy an effective relationship with the school that contributes to their child's learning	<i>Partnership with parents created to support and improve pupils' achievement and development; comprehensive sharing of information.</i>
<b>MANAGEMENT</b>		
<b>Sound planning and problem solving</b>	The improvement plan is carefully costed and focused on improving educational outcomes	<i>LEA monitoring shows effective planning to raise standards.  Strategic plans focused on priorities for improvement; underpinned by financial planning.</i>



Key Area	Key Outcomes from National Standards	Evidence from School Review: what to consider
<b>MANAGEMENT (continued)</b>		
<b>Securing and managing resources</b>	Efficient and effective use is made of staff, accommodation and resources	<i>Recruitment, retention and deployment of staff; get the best out of staffing resources through skilful management; manage and organise accommodation; appropriate priorities for expenditure. Endorsed by IIP.</i>
	Financial control and administration are effective	<i>Value for money; established priorities, targets and systems; 'Value for Money'; 'Keeping your Balance'.</i>
<b>Managing and developing staff</b>	Teachers are systematically monitored, evaluated and supported in their work	<i>Commitment to professional development; effectiveness of performance management arrangements; use of performance data to set direction; use of lesson observations and developmental feedback.</i>
<b>Monitoring and evaluation</b>	Effectiveness is kept under rigorous review	<p><i>Use range of information such as data, performance management and observations, to set new goals.</i></p> <p><i>Ofsted S4 form used for self-evaluation.</i></p> <p><i>LEA review shows that school has good self-evaluation systems.</i></p>